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Proposals are set forth for New York State financial aid to adult basic, secondary, Americanization and occupational education; funding of community service and continuing higher education; development of instructional materials, leadership, and staff; and a study of continuing education in colleges, universities, and other community and cultural organizations. Guidelines are offered for client participation, multi-agency cooperation, community education centers, and other aspects of new state programs. The document includes six tables and a list of position papers. (ly)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# CONTINUING EDUCATION

*A Statement of Policy*
*and Recommendations*
*by the*
**REGENTS OF THE**
**UNIVERSITY OF THE**
**STATE OF NEW YORK**

AC005505

THE STATE EDUCATION DEPARTMENT
ALBANY
May 1969

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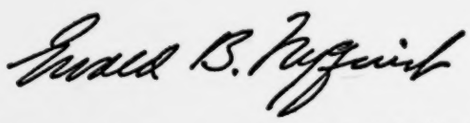
## FOREWORD

New York State is committed to the development of equal opportunity for all and to the position that education is the prime method for guaranteeing that opportunity. Every possible means for extending educational opportunity to all who might benefit must be developed. Despite the existence, at all levels, of sizable numbers of institutions which provide rewarding environments for those who would pursue usual educational patterns, there remain large segments of our population who have missed the patterns — many who lack even elementary or secondary education. Those adults previously bypassed by the educational system must not remain undereducated. Those who want to take advantage of new opportunities for education must be accommodated. The provision of that opportunity is the mission of continuing education.

This statement of policy by the Regents, the fourth in a series, reaffirms their commitment to the education of all persons, no matter what their age. The Regents here present their priorities and describe a 10-year program directed to the most urgent needs.

I urge that the Regents program be given favorable consideration by the Governor, the legislature, and the public at large.



*Commissioner of Education (Acting)*

May 1969

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## DEFINITION AND PROBLEMS

Continuing education may be regarded as an all-embracing term used to designate those intellectual processes by which adults acquire the knowledge, understanding, attitudes, and skills needed to improve their participation in a changing society or to assure their continued full involvement in society. The importance of continuing education is best illustrated by these concerns:

### Basic Skills

The uneducated and the undereducated are not only out of the mainstream of American society; they cannot be expected to enter that stream unless their deficiency of basic skills is repaired. In New York State there are 2,000,000 adults with less than an eighth grade education, including more than 350,000 who have never had any formal schooling. That deficiency, when coupled with the problem of school dropouts, immigration from the rural South and Puerto Rico, and the rising educational requirements of an industrial society, requires that literacy education be regarded as a prime concern.

There are approximately 6,000,000 New York State adult residents, including the 2,000,000 with less than an eighth grade education, who do not have a high school education. Many of these individuals must have their academic skills upgraded in order to be prepared to enter employment or higher education.

The provision of educational services to adults not only increases their own education competence level, but produces an extremely important effect on the educational values of their children. The factor that is most highly predictive of a child's educational attainment is his parents' educational success. In order to assure greater attainment by children, there is a strong likelihood that the educational attainment level of their parents also must be increased. Support for education of adults must not be construed as competing with support for education of children but as an essential supplement to such support.

### Participation in Government

Almost half of New York State's 12,000,000 adults do not go to the polls, even in a presidential election. This is strong indication of the need for finding ways to increase individual knowledge and interest in government, thus raising the level of citizen participation.

At this period of great test of the strength and authority of our governmental institutions, there is a need for widespread study by our

adult population of the proper relationship between the individual citizen and his government, whether local, State, or Federal.

A most pressing problem for which the State has key responsibility is in helping adult aliens to become citizens. There are more than 700,000 resident aliens in New York State today. Each year, 60,000 to 80,000 more come to this State. A recently revised Federal immigration law eliminates the " quota system," so the number of resident aliens can be expected to increase. Yet, the number of persons naturalized each year has declined during the last decade. The task of providing training for aliens in English language and in citizenship is enormous.

**Nonprofessional Occupational Skills**

The problem of maintaining the relevancy of the nonprofessional's occupational knowledge and skills is a very real one, particularly as complicated technological developments produce changes in the nature of his work. On the average, a worker can expect five or more major job changes during his career. The means must be provided to enable satisfactory transitions. Providing the training, counseling, and placement to match individuals to jobs is a challenge to our ingenuity.

As manpower requirements increase, in some areas we need to make better use of the reserves which have not been fully utilized. We cannot afford to lose the talents of those who have heretofore lacked educational opportunity or those who retire while still enjoying health and vigor.

**Enrichment Opportunities**

Today our country is in turmoil with the problems of international conflict, race, and poverty. Underlying the overt troubles is a deep uncertainty about our sense of direction or purpose. Persons of all ages are searching for self-renewal and cultural renewal.

For adults, the search for cultural enrichment is heightened by the dimension of increasing leisure time. Ours has always been a work-oriented society. This condition is changing rapidly. The problem of how to best use our *free* time matches that of how we *work.*

* * *

Continuing education builds upon, or enhances, the full-time formal education process of children and young adults. The activities are sixfold: courses (credit and noncredit, degree and nondegree); conferences (including institutes, short courses, lecture series, round-tables, and workshops); independent study; counseling and guidance;

equivalency and proficiency testing; and community service programs. In New York State the responsibilities for these activities are lodged in many institutions, agencies, and organizations, both public and private. Among the best known programs are those offered by public school districts, by State-sponsored community colleges, by evening colleges, and by the "schools of general studies" of several of our colleges and universities.

Schools and colleges are not alone in meeting the educational needs of adults. In metropolitan areas in particular, programs of continuing education are provided by community organizations such as the YWCA and YMCA, Jewish Community Centers, and The League of Women Voters. Much outstanding instruction and occupational training of adults has been assumed, on a large scale, by business and industry, governmental agencies, and by labor organizations. Continuing education also includes the activities of museums, public libraries, and educational television. It includes, furthermore, the activities of the unaffiliated adult student, the individual who, through reading and self-study, correspondence courses, television courses, programed texts, and other self-study guides, has continued his learning, whether it be directed toward vocational, avocational, or other educational objectives. This self-disciplined form of learning is the kind of continuing education which is a long-range objective of our formal system of elementary, secondary, and higher education.

As noted above, continuing education is broadly defined in this paper. One aspect of continuing education purposely left for discussion in a succeeding paper is continuing professional education — the study, either compulsory or voluntary, necessary for a professional to maintain qualification for continued practice in his field. This aspect of the subject is more appropriately combined with a discussion of the broad issues of professional education and licensing.

The variety of offerings in continuing education has served the people of our State well in the past. We believe the service can be better and, therefore, recommend means to this accomplishment in the next section.

## PROPOSALS FOR STATE ACTION

Solutions to the problems just listed must be met by combined private and public action. A marshalling of resources from business and industrial enterprise, philanthropic organizations, private institutions and agencies, and all levels of government is necessary. State action alone is not sufficient, but there is a need for specific steps by

the State and, therefore, the Regents recommend the following program for the extension and development of continuing education.

### *State Financial Aid*

#### 1. Adult Basic Education

*We affirm our conviction that education is a major instrument in solving the problems of those who have minimal social and economic opportunity. We recognize that poverty and illiteracy go hand-in-hand and that basic academic education is a key to relieving this liability.*

*We recommend that in the decade ahead approximately 1,000,000 persons, or one half of the 2,000,000 adults 18 years of age and older who have less than eighth grade reading level, be provided basic literacy and academic education in order to bring their educational attainment to the eighth grade level.*

Anticipated enrollments in this program for each of the next 10 years are shown in Table I. In order that this program be built effectively, first year enrollment would be 40,000. Peak load would occur in the fifth year following a gradual buildup of faculty and facilities over the first 4 years. It is estimated that demand would then taper off and that resources in this program would then be turned to more advanced levels of continuing education. On the average each year, enrollees would consist of approximately 25 percent non-English speaking adults, 15 percent New York school dropouts, and 60 percent native-born rural Americans recently migrated to New York State.

The first year cost of this program to the State would be $2,100,000 for the enrollment of 40,000 adults. Estimated costs for succeeding years are found in Appendix A.

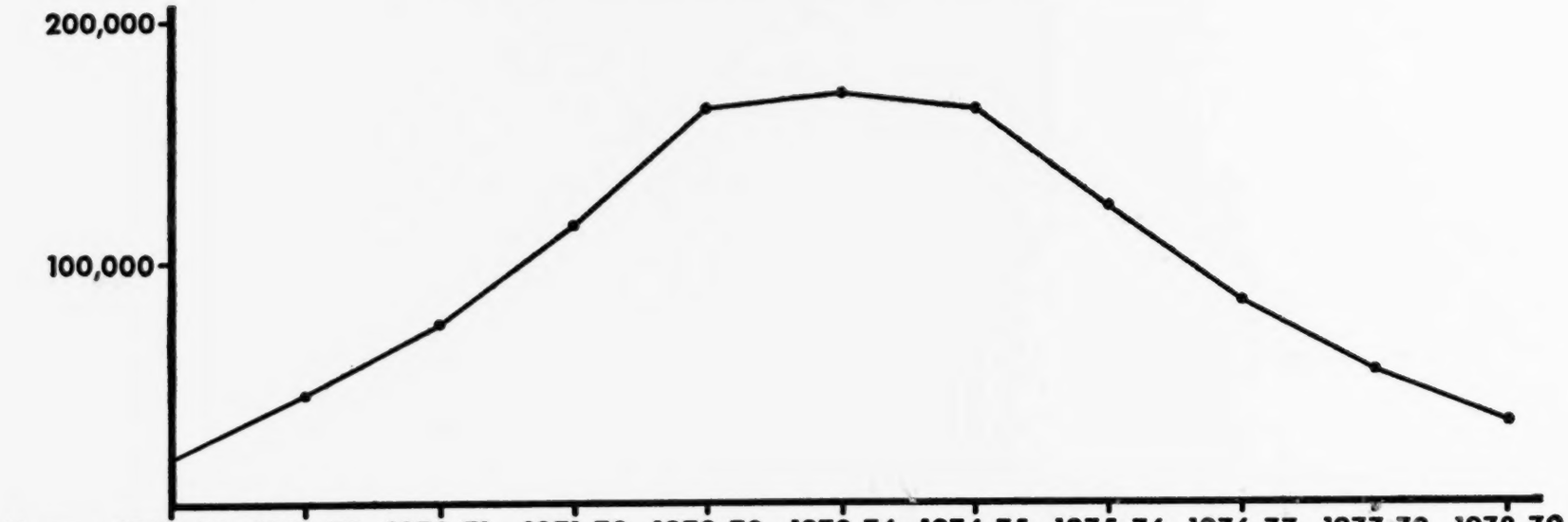
#### 2. Adult High School Education

*In order to assure undereducated adults the opportunity of fulfilling their educational aspirations and proper preparation for occupational advancement or further higher education, we recommend that in the decade ahead approximately 1,200,000 or one-fifth of the 6,000,000 adults who have less than 12th grade education, be provided high school education or its equivalency in order to attain a high school diploma.*

Table II indicates the projected enrollments for this program. As in the case of adult basic education, it is anticipated that the program

TABLE I

## ADULT BASIC EDUCATION ENROLLMENTS*




| Years- | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adults- | 26,000 | 40,000 | 74,000 | 114,000 | 161,000 | 168,000 | 161,000 | 121,000 | 80,000 | 54,000 | 34,000 |

*New York State has approximately 2,000,000 adults, age 18 years and older, with less than an eighth grade reading level. This plan will serve 1,000,000 of these adults over the ten year period. The target enrollment has been set at 1,000,000 rather than 2,000,000 for two reasons:

1. Major emphasis will be placed on those adults between 18 and 50 years of age--the age group best able to benefit from basic education. Approximately one-half of the adults with less than eighth grade education are over 50 years of age.
2. Many adults in New York State who have not completed eight years of education are self educated to the point where they are now able to hold full time responsible occupations and probably would not undertake education at this level.

TABLE II

## ADULT HIGH SCHOOL OR EQUIVALENCY ENROLLMENTS*

| Years- | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adults- | 20,000 | 47,000 | 85,000 | 132,000 | 187,000 | 194,000 | 187,000 | 137,000 | 107,000 | 62,000 | 39,000 |

*New York State has 6,000 adults, age 18 years and over, and not regularly enrolled in day school, who have less than twelfth grade education (including 2,000,000 with less than eighth grade education). This plan will serve 1,200,000 of these adults during the ten year period.

The target enrollment has been set at 1,200,000 for these reasons: Major emphasis will be placed on educating those adults age 18 to 40 years who have between 8 and 12 years of education. This group numbers approximately 1,400,000. The large majority of enrollees will come from this age group. High school training must also be available for a portion of the 1,000,000 persons expected to complete 8th grade work during the ten year period. The overall estimate of 1,200,000 enrollees is based on current experience with recruitment, available facilities, trained leadership and geographic distribution.

can peak at the fifth year and then the resources can be turned to other levels of continuing education. In the first year the cost to the State would be $5,200,000 for the enrollment of 47,000 adults. Estimated costs for later years are shown in Appendix A.

It should be noted that recruitment and incentives will be necessary to attract many of those who should be served. In order to assure the success of the program, institutions of higher education must be encouraged to accept equivalency diplomas for admission, and to experiment in the acceptance of qualifications other than diplomas.

### 3. Americanization Education

*We recommend that during the next decade, programs in English and citizenship be provided to enable 1,000,000 aliens to become citizens.*

Such a program will enable all those resident aliens not now citizens to gain citizenship. Enrollments for the program are shown in Table III. The peak enrollment period will be the fifth year because the program must build to accommodate the present large number of resident aliens who are not citizens. Following the fifth year, the program will decline until service need be provided only for the annual rate of migration. As a result of this decline, resources can then be shifted to other areas of continuing education.

The first year cost to the State for enrollment of 40,000 adult aliens is estimated at $3,000,000. Estimates of costs in later years are shown in Appendix A.

### 4. Adult Occupational Education

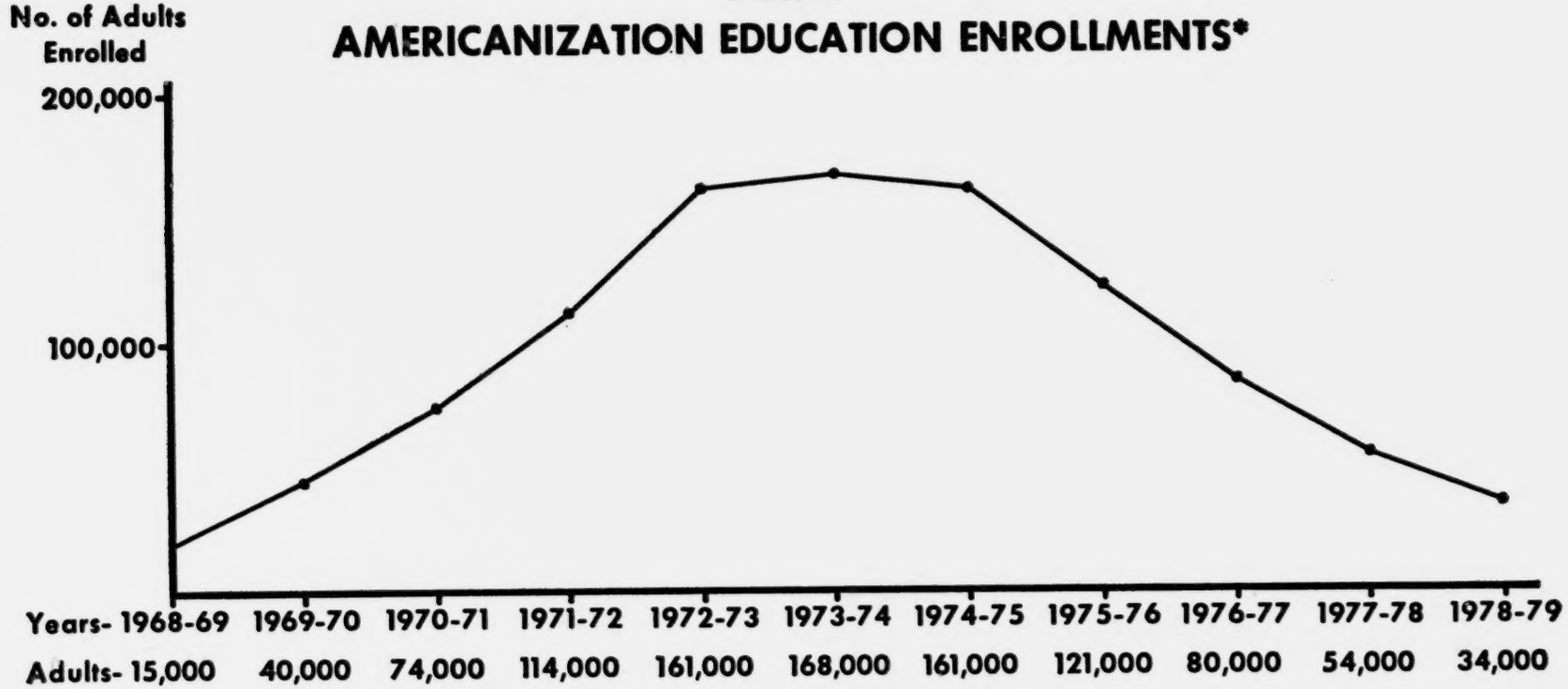
*We recommend that occupational education programs for adults in the public schools and two-year colleges be expanded significantly to prepare unemployed individuals to enter employment, and to supplement the preemployment, retraining, and upgrading programs of industry.*

Preemployment training, upgrading, and retraining are needed by adults in every part of the State. By the school year 1973–74, of all persons to be enrolled in occupational education, 40 percent will be in continuing occupational training. Practical related instruction, supplemental to on-the-job-training, should be available to apprentices and other trainees throughout their working years.

The program for adult occupational education should accommodate enrollments shown in Table IV. Through the combination of local, State, and Federal funds in the first year, 165,000 adults should be enrolled. Enrollment should increase over the decade so that in the

TABLE III

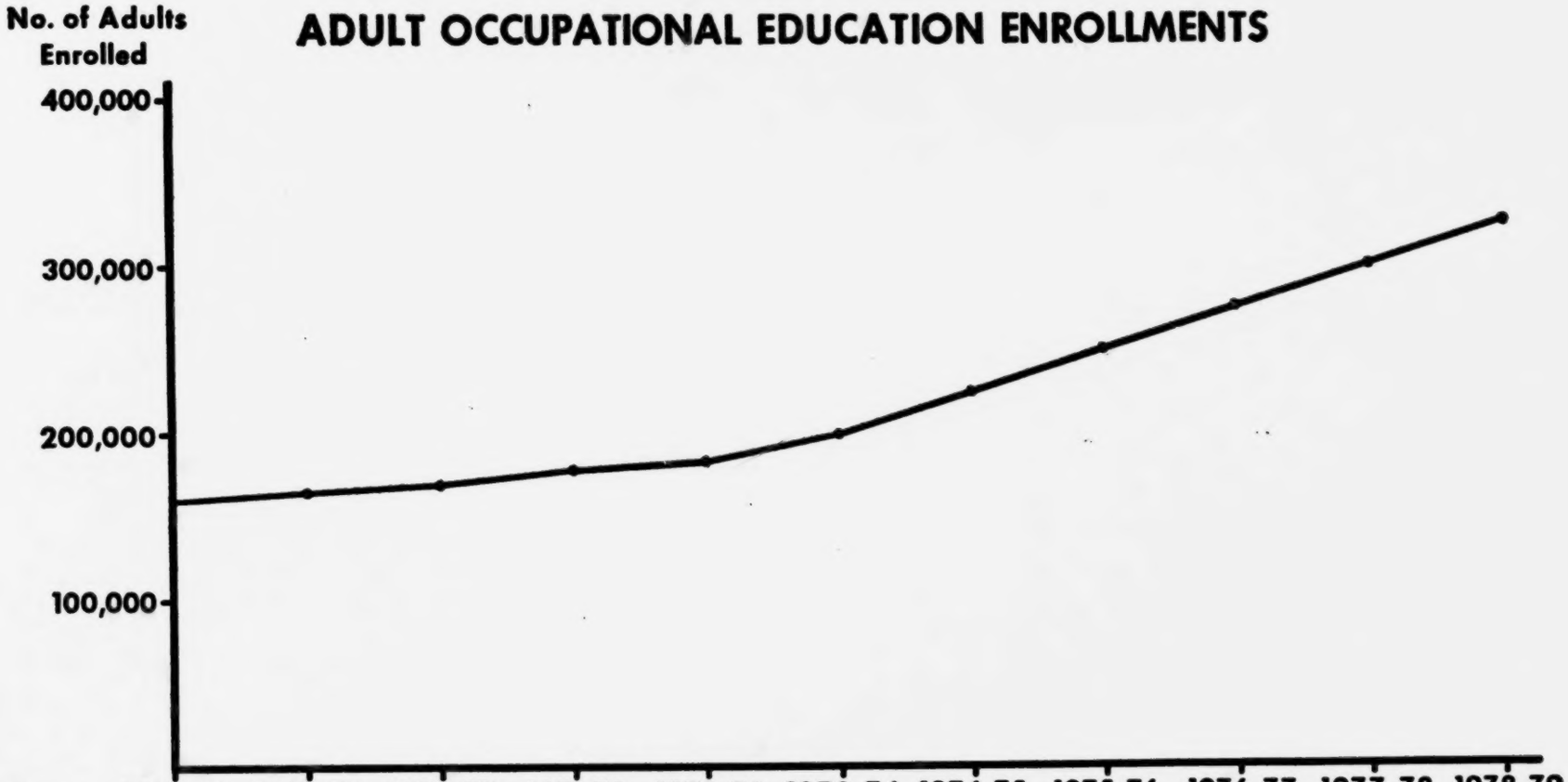
# AMERICANIZATION EDUCATION ENROLLMENTS*




*New York State now has more than 660,000 permanently registered aliens. Currently, the number of immigrants entering New York State exceeds 80,000 persons per year. Recent trends, based on the projected impact of the Amended Immigration Law of 1965 (Public Law 89-36) which eliminated the quota system and revised entry allocations, show this number to be increasing at a rate of 10% or more per year. The enrollment estimated would accommodate all new immigrants during the ten year period seeking Americanization education and provide for a substantial number of existing resident aliens.

TABLE IV

## ADULT OCCUPATIONAL EDUCATION ENROLLMENTS




| Years- | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adults - | 158,000 | 165,000 | 170,000 | 179,000 | 184,000 | 200,000 | 225,000 | 250,000 | 275,000 | 300,000 | 325,000 |

tenth year it is 325,000. As indicated in Appendix A, the cost to the State would be $3,000,000 in the first year, in addition to expenditures now authorized for this purpose.

### 5. Community Services and Continuing Higher Education

*We recommend that the State share in the required matching of Federal funds under the Higher Education Act of 1965, Title I, Community Services and Continuing Higher Education.*

In the past, the Federal Government and local higher education institutions have handled the financing of continuing higher education. The State has been involved only through the State University. We recommend that there be statewide financial support to insure the vigorous development of continuing higher education in both public and private institutions throughout the State. At present this financial support should take the form of local program-matching assistance as required for Title I of the Federal Higher Education Act of 1965.

Under this program the colleges and universities of the State have been able to expand their involvement in community service. Examples of projects completed may be seen in a State Education Department publication, *Fifteen Selected Projects Funded Under Title I, Higher Education Act of 1965.* To further expand this program, State matching assistance is needed. On a broader scope, we believe that, in the future, State support will be needed for other aspects of continuing higher education if the State is to take the leadership in providing initiative and coordination for the development of continuing higher education. Recommended forms of such aid should be determined from the study described in point 9 below.

### 6. Guidelines for New State Programs

*Grants for Approved Projects.* To achieve the objectives for Adult Basic Education, Americanization Education, Adult High School Education, and Adult Occupational Education we propose budgetary action to provide programs in accord with the needs outlined in the text and tables. An authorization of funds for each of the programs — such as is made for the State's Prekindergarten Program or School to Employment Program (STEP) — should be made available through the State Education Department. These funds would be granted to school districts and 2-year colleges on the basis of approved plans and projects. The State Education Department also should be authorized to contract with private business, industry, and other agencies to conduct such programs.

*Client Participation.* The adults to be served should have a significant voice in the planning of their education programs. Traditionally, programs of continuing education at all levels in New York State have been planned with the advice and cooperation of local citizens, broadly representative of the various groups and interests of the community. This policy of involvement should be expanded on both the State and local levels. The interest which is being shown on the part of the economically poor in having a substantial share in the planning of their own program should be encouraged. The cooperation and advice of laymen is needed in order to gear educational activities to the needs and interests of society and individual adults.

*Multi-Agency Cooperation.* High priority should go to efforts to improve the coordination among the various levels of education, agencies, and organizations involved in continuing education. There are a number of education systems serving adults in a variety of ways. A proliferation of efforts, in response to pressing needs, has resulted in program offerings by a variety of private and public agencies. We shall take the initiative in establishing understanding and cooperation among the various agencies — public and private — concerned with continuing education. We will invite liaison with State Departments of Labor, Social Services, Health, Correction, Mental Hygiene, and the Office of Economic Opportunity, as well as their Federal counterparts.

A comprehensive, coordinated statewide plan for the development of continuing education should be developed. This would include subplans for public school continuing education, continuing higher and professional education, and public and private agency continuing education of all types.

*Community Education Centers.* The community education centers, as outlined in the Regents position paper on Urban Education,* are expected to provide a focal point through which services to poor and illiterate adults in urban areas may be developed. Such centers should provide guidance and training, as well as a source for aggressive recruiting. They should serve as a focus for relevant resources — local, State, and Federal — in a mutual effort to overcome educational deficiencies.

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* Regents of the University of the State of New York, *Urban Education: A Statement of Policy and Proposed Action.* Albany. The State Education Department. November 1967.

**7. Instructional Materials**

*We recommend the commitment of increased resources to the development of specific methods and materials for instruction of adults.*

Materials and methods designed for children are not necessarily suitable for adults. Adults have varied backgrounds of experience, interests, and potentials and are often highly motivated, self-directed, and aware of their immediate needs and goals. Motivation of the hard core undereducated to return to school is, however, a pressing problem. Materials must be sufficiently flexible to enable adaptation to the needs of individuals and groups who present special problems, such as those confined to institutions, the homebound, isolated individuals, and the aged. Consideration should be given to the needs of the physically, mentally, and emotionally handicapped in the adult population.

**8. Leadership and Staffing**

*We recommend that standards be established, and steps taken, to develop both leadership and staffing of continuing education programs at the State and local levels.*

Program development depends on strong leadership and adequate time. For the most part, local directors of public school programs serve on an extra-time basis. They, and directors of continuing higher education, often lack essential training and experience. Full-time directors should be the standard, and, since this is not practical for many smaller local school districts, the need to extend the area or multidistrict concept to continuing education is apparent.

Continuing education programs frequently suffer from faculty inadequacies. This is a particular problem for higher continuing education. Lack of status, interest, and training are key factors. Attention to recruitment, orientation, and training is needed. The relationship of adequate staffing to the comprehensiveness of program and effective leadership is obvious; and, again, the implications for the development of area programs is apparent.

In order that well-trained administrators be available, it is recommended that local school districts with a population of 20,000 or more have a full-time director for continuing education, either employed by the district or in cooperation with a Board of Cooperative Educational Services (BOCES). For smaller districts, the services of a full-time director employed through a BOCES would be desirable. All levels of programs in continuing education should enlist the best

possible community leadership. Qualifications should be flexible enough to permit the employment of leadership outside the educational establishment. Training programs should be established in which teachers may be oriented to the special problems of instructing at the adult level, and nonlicensed personnel may be introduced to teaching methods. Colleges and universities in New York State are urged to include courses for prospective teachers of adults, and to offer graduate programs for both administrators and teachers in the continuing education field.

The Continuing Higher Education Centers being developed by State University and those that exist in private institutions are encouraged to ensure alleviation of the short supply of qualified people to serve this area.

### 9. Study of Continuing Education in Colleges, Universities and Other Community and Cultural Institutions

We request that $350,000 of State funds be appropriated to underwrite a study of continuing higher education and extension activities in all of New York State's higher institutions, both public and private. This would enable the State Education Department to carry out Recommendation 25 of the Regents Statewide Plan for the Expansion and Development of Higher Education, 1964 (and reiterated in the 1968 Plan) for the purpose of developing a Statewide Plan to expand, coordinate, and make effective use of these programs. (For details of the study plan see Appendix B.)

Included also within the study would be a review of continuing education in community agencies (public and private); civic, social, and fraternal groups; religious and labor organizations; museums, libraries, and educational TV; and business and industry. The study would assess the potential for continuing education programs sponsored by these organizations that are not a part of occupational training — health, community development, cultural enrichment, crime prevention, studies of racial and ethnic group contributions, etc.

New York State's participation in Title I of the Federal Higher Education Act (see page 23) has revealed the fact that insufficient planning, coordinating, or leadership has been provided at the State level, either in higher education programs of community service or in the larger field of continuing higher education. As a first step toward such planning, a base of information on present programs and practices is needed. Against this background it is necessary to assess what specific State problems can best be attacked through continuing higher education and what administrative and legislative changes are required to solve them.

## CONCLUSION

In the statement of former Commissioner James E. Allen, Jr., *Goals and Plans for Education in New York,* approved by the Regents and published in 1961, this specific goal was included:

> *To provide adequate opportunities for continuing education for adults in all phases of their lives: work, family, public, and cultural.*

We now reiterate this goal because it signifies the overriding responsibility of the State to insure significant outcomes in continuing education. Since there is a growing interrelationship among educational levels, a greater need exists for coordination in the use of resources to avoid duplication and ensure a balance in attention to the major needs of adults and society.

Continuing education encompasses a wide variety of activities and programs by which adults may meet the rising demands and expectations of a changing society. As the rate of change accelerates, the need for effective continuing education increases. Expansion and improvement of programs of education at all levels for adults will certainly take place, and we, together with the educational leadership of the State, have an obligation to see that these developments are orderly and effective.

We believe that the potential and promise of continuing education in New York State is strong. We invite all concerned to join in efforts to carry out the recommendations of this statement.

## APPENDIX A

### Proposals for State Finance of Continuing Education Programs

The fiscal implications for the State of the programs in this paper are summarized in two tables that follow. The first table indicates the first year costs. The second table provides 10-year projections on costs of the proposals for adult basic education, Americanization education, adult high school education, and adult occupational education.

### TABLE A. 1

**Summary of First Year State Costs in Addition to Presently Authorized Expenditures**

| *Proposal* | *First Year Costs* (Rounded) |
|---|---|
| Adult Basic Education | $ 2,100,000 |
| Americanization Education | 3,000,000 |
| High School Equivalency | 5,200,000 |
| Adult Occupational Education | 3,000,000 |
| State Matching Funds for Federal Higher Education Act of 1965, Title I Community Service, and Continuing Higher Education Programs | 260,000 |
| Study of Continuing Education in Colleges, Universities, and Other Community and Cultural Institutions | 350,000 |
| TOTAL: | $13,910,000 |

## TABLE A. 2

**Projections of Program Fiscal Requirements for Local, State, and Federal Funds, 1969-70 thru 1973-74 and 1978-79**

| | *1969–70* | *1970–71* | *1971–72* | *1972–73* | *1973–74* | *1978–79* |
|---|---|---|---|---|---|---|
| **1. Adult Basic Education[1]** | | | | | | |
| Total Needs: | 8,000,000 | 14,700,000 | 22,800,000 | 32,200,000 | 33,500,000 | 6,700,000 |
| Existing Programs: | | | | | | |
| Federal | 3,600,000 | 4,600,000 | 5,500,000 | 6,400,000 | 7,300,000 | 3,600,000 |
| State | 1,000,000 | 1,000,000 | 1,200,000 | 1,200,000 | 1,200,000 | 1,200,000 |
| Local | 1,300,000 | 1,300,000 | 1,300,000 | 1,300,000 | 1,300,000 | 1,300,000 |
| **State Proposed:** | **2,100,000** | **7,800,000** | **14,800,000** | **23,300,000** | **23,700,000** | **600,000** |
| **2. Americanization Education[2]** | | | | | | |
| Total Need Resources: | 3,150,000 | 5,950,000 | 9,100,000 | 12,850,000 | 13,350,000 | 2,700,000 |
| Existing Programs: | | | | | | |
| Federal | | | 50,000 | 100,000 | 200,000 | 1,500,000 |
| Local | 150,000 | 150,000 | 150,000 | 150,000, | 150,000 | |
| **State Proposed:** | **3,000,000** | **5,800,000** | **8,900,000** | **12,600,000** | **13,000,000** | **1,200,000** |
| **3. Adult High School or Equivalency[3]** | | | | | | |
| Total Need Resources: | 5,600,000 | 10,250,000 | 15,900,000 | 22,300,000 | 23,300,000 | 4,700,000 |
| Existing Programs: | | | | | | |
| Federal | | 250,000 | 500,000 | 900,000 | 1,400,000 | 2,900,000 |
| Local | 400,000 | 400,000 | 400,000 | 400,000 | 400,000 | 400,000 |
| **State Proposed:** | **5,200,000** | **9,600,000** | **15,000,000** | **21,000,000** | **21,500,000** | **1,400,000** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **4. Adult Occupational Education (Including programs offered by public school districts and two-year colleges.)[4]** | | | | | | |
| Total Need Resources: | 16,500,000 | 18,500,000 | 22,500,000 | 25,500,000 | 30,000,000 | 48,700,000 |
| Existing Programs: | | | | | | |
| Federal | 1,500,000 | 1,500,000 | 2,000,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| State | 9,000,000 | 10,000,000 | 11,000,000 | 12,000,000 | 13,500,000 | 15,000,000 |
| Local | 3,000,000 | 4,000,000 | 5,000,000 | 6,500,000 | 8,000,000 | 10,500,000 |
| **State Proposed** | **3,000,00** | **3,000,000** | **4,500,000** | **4,500,000** | **6,000,000** | **20,700,000** |
| **5. Grand Total[5]** | | | | | | |
| **(State Proposed)** | 13,300,000 | 26,200,000 | 43,200,000 | 61,400,000 | 64,200,000 | 23,900,000 |

## FOOTNOTES FOR TABLE A. 2

1. The adult basic education projections were based upon present experience with the program which indicates 200 hours of instruction per adult at a cost of $1.00 per hour or a total of $200 per adult per year. During the 5 years of Federal funding, the national Federal allocations have increased in this manner:

| | | *Millions* |
|---|---|---|
| FY — | 1964 — | $4 |
| | 1965 — | 18 |
| | 1966 — | 26 |
| | 1967 — | 32.5 |
| | 1968 — | 40.25 |
| | 1969 — | 45 |
| For the current year, in both the Senate and House, legislation stands at ..... | 1970 — | 50 |

This is one of the Federal programs that continues to receive an increase in appropriation. All forces predict that it is expected to continue with sizable increases. The 10-year program projected here would provide instruction for 50 percent of the adult population or serve 1,000,000 adults that have less than an eighth grade education.

2. Americanization education projections are based upon present experience which indicates that 80 hours of instruction is provided for each adult enrolled at a cost of $1 per hour or a total annual cost of $80 per adult. More aliens will have to be served due to the change in the Immigration Law where the quota system limits have been eliminated. The 10-year program projected here would provide instruction for 50 percent or serve 1,000,000 immigrants that will need educational programs during this period.
3. The adult high school or equivalency projections were also based on present experience which indicates that an adult attends three 40-hour courses a year for a total of 120 hours of instruction for each adult at a cost of $1 per hour or a total cost of $120 per adult per year. The 10-year program projected here would provide instruction for 20 percent or serve 1,200,000 adults in New York State that have less than a high school education.

4. State and local funds were derived from estimates of direct and indirect costs attributable to adult occupational education programs and consists of locally expended funds and general State aid presently apportioned to school districts and 2-year colleges for adult extension courses.

   Proposed additional State funds needed to meet projected demand for training and retraining, particularly directed to unemployed adults. Funds would be used as project grants to support specific proposals in this category, in the same manner as Federal vocational funds are used.

5. The " grand totals " indicate the cost to the State each year for the four programs. The aggregated cost of each program for the 10-year period follows: Adult Basic Education — $120,300,000; Americanization Education — $74,800,000; High School Education — $124,500,000; Adult Occupation Education — $93,700,000; Total Ten-Year Cost to State — $413,300,000.

## APPENDIX B

### Study of Continuing Education in Colleges, Universities and Other Community and Cultural Institutions — Project Description

This will be an 18-month study composed of three phases. *Phase I* will be 4 months and will involve the establishment of an advisory committee of representatives of the parties listed below, plus other interests; the coordination, planning, and preparation of study instruments; and preliminary discussions of the parties and institutions involved. *Phase II* will be 8 months and will consist of conferences, mailings, and visits to acquaint the field with the nature and purpose of the study; the types of information needed, deadlines, etc. A major start will be made at gathering data. *Phase III* will be 6 months and will consist of completion of the assembling and processing of data, preparation of the final report and recommendations, and development of a feedback system for continually amassing and disseminating information.

The major participants in the study will include the following:

1. State Education Department
   - Division of Higher Education
   - Office of Planning in Higher Education
   - Information Center on Education
   - Division of Continuing Education
   - Office of Long Range Planning
2. State and City Universities
   - Office of Continuing Education
   - Office of Long Range Planning
3. Association of Colleges and Universities of the State of New York Commission on Independent Colleges and Universities
4. A professional continuing education organization outside the State Education Department
5. Representatives of community organizations, public and private agencies, and business and industry.

A professional organization outside the State Education Department will be contracted to undertake a major portion of the study. This endeavor will be a first in the country and will assert, once again,

the educational leadership of New York State. The budget for this study is estimated to be $350,000. This figure is based on previous studies such as that done for the Select Committee on The Future of Private and Independent Higher Education in New York, on the study of the Massachusetts State Program under the Federal Higher Education Act, Title I, and on estimates from national professional and research organizations.

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| **No. 1 Urban Education** | **November 1967** |
| **No. 2 Prekindergarten Education** | **December 1967** |
| **No. 3 Integration and the Schools** | **January 1968** |
| **No. 4 Continuing Education** | **May 1969** |

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